

MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS, PHASE 2)

CRT AND CRT - ALTERNATE

SPRING 2007 GRADE 4

STUDENT RESPONSE BOOKLET



A STUDENT NAME																								
LAST NAME												FIRST NAME												
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

STUDENT NAME:
TEACHER NAME:

B SCHOOL CODE(Sc)			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

C FORM (COVER OF TEST BOOKLET)																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	

D LOCAL STUDENT IDENTIFICATION (Optional)									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

E STATE STUDENT IDENTIFICATION (Required)									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

F BIRTH DATE								
MONTH			DAY			YEAR		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

STUDENT ID LABEL

Complete page 1 only if there is no bar code label for the student.

VariableBarcode

Complete appropriate sections of this page after testing is complete.

Section 1: Required only for public schools and private schools accredited by the Montana Board of Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

G

- ☐ Student not enrolled (For example: homeschooled student)
- ☐ Former LEP (cannot be current LEP)
- ☐ Student enrolled less than 180 hours and taking a reading or mathematics course.
- ☐ Student not in school entire academic year
- ☐ Student not in district entire academic year
- ☐ Student participated through alternate assessment this year.

Section 2: Required only for public schools and private schools accredited by the Montana Board of Education. **TO BE COMPLETED BY THE TEST ADMINISTRATOR.**

H STANDARD ACCOMMODATIONS–READING

(Mark all that apply.)

- | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 7 | <input type="radio"/> 13 | <input type="radio"/> 19 | <input type="radio"/> 25 |
| <input type="radio"/> 2 | <input type="radio"/> 8 | <input type="radio"/> 14 | <input type="radio"/> 20 | <input type="radio"/> 26 |
| <input type="radio"/> 3 | <input type="radio"/> 9 | <input type="radio"/> 15 | <input type="radio"/> 21 | <input type="radio"/> 27 |
| <input type="radio"/> 4 | <input type="radio"/> 10 | <input type="radio"/> 16 | <input type="radio"/> 22 | <input type="radio"/> 28 |
| <input type="radio"/> 5 | <input type="radio"/> 11 | <input type="radio"/> 17 | <input type="radio"/> 23 | <input type="radio"/> 29 |
| <input type="radio"/> 6 | <input type="radio"/> 12 | <input type="radio"/> 18 | <input type="radio"/> 24 | |

NON-STANDARD ACCOMMODATIONS

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 30 | <input type="radio"/> 31 | <input type="radio"/> 32 | <input type="radio"/> 33 |
|--------------------------|--------------------------|--------------------------|--------------------------|

I STANDARD ACCOMMODATIONS–MATHEMATICS

(Mark all that apply.)

- | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 7 | <input type="radio"/> 13 | <input type="radio"/> 19 | <input type="radio"/> 25 |
| <input type="radio"/> 2 | <input type="radio"/> 8 | <input type="radio"/> 14 | <input type="radio"/> 20 | <input type="radio"/> 26 |
| <input type="radio"/> 3 | <input type="radio"/> 9 | <input type="radio"/> 15 | <input type="radio"/> 21 | <input type="radio"/> 27 |
| <input type="radio"/> 4 | <input type="radio"/> 10 | <input type="radio"/> 16 | <input type="radio"/> 22 | <input type="radio"/> 28 |
| <input type="radio"/> 5 | <input type="radio"/> 11 | <input type="radio"/> 17 | <input type="radio"/> 23 | <input type="radio"/> 29 |
| <input type="radio"/> 6 | <input type="radio"/> 12 | <input type="radio"/> 18 | <input type="radio"/> 24 | |

NON-STANDARD ACCOMMODATIONS

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 30 | <input type="radio"/> 31 | <input type="radio"/> 32 | <input type="radio"/> 33 |
|--------------------------|--------------------------|--------------------------|--------------------------|

Section 3: Only for private schools not accredited by the Montana Board of Education.

- ☐ Student enrolled in a private non-accredited school
- ☐ Student enrolled in a private non-accredited Title 1 school

J GENDER

- ☐ Female ☐ Male

K ETHNICITY

(Mark only one.)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Hispanic
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

L PROGRAM INFORMATION

(Mark all that apply.)

- ☐ SE (student has an IEP)
- ☐ 504
- ☐ MG
- ☐ GT
- ☐ LEP/ELL (Cannot be former LEP)
- ☐ Former LEP (Cannot be current LEP)
- ☐ F/RL
- ☐ Significant Cognitive Disability (Student should participate through CRT-ALT)

READING—SESSION 1

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)

20. (A) (B) (C) (D)

21. (A) (B) (C) (D)

22.

Your answers to all questions must fit completely inside the box provided.

READING—SESSION 2

23. (A) (B) (C) (D)

24. (A) (B) (C) (D)

25. (A) (B) (C) (D)

26. (A) (B) (C) (D)

27. (A) (B) (C) (D)

28. (A) (B) (C) (D)

29. (A) (B) (C) (D)

30. (A) (B) (C) (D)

31. (A) (B) (C) (D)

32. (A) (B) (C) (D)

33. (A) (B) (C) (D)

34. (A) (B) (C) (D)

35. (A) (B) (C) (D)

36. (A) (B) (C) (D)

37. (A) (B) (C) (D)

38. (A) (B) (C) (D)

39. (A) (B) (C) (D)

40. (A) (B) (C) (D)

41. (A) (B) (C) (D)

42. (A) (B) (C) (D)

43. (A) (B) (C) (D)

44. (A) (B) (C) (D)

45.

Your answers to all questions must fit completely inside the box provided.

READING—SESSION 3

46. (A) (B) (C) (D)

47. (A) (B) (C) (D)

48. (A) (B) (C) (D)

49. (A) (B) (C) (D)

50. (A) (B) (C) (D)

51. (A) (B) (C) (D)

52. (A) (B) (C) (D)

53. (A) (B) (C) (D)

54. (A) (B) (C) (D)

55. (A) (B) (C) (D)

56. (A) (B) (C) (D)

57. (A) (B) (C) (D)

58. (A) (B) (C) (D)

59. (A) (B) (C) (D)

60. (A) (B) (C) (D)

61. (A) (B) (C) (D)

62. (A) (B) (C) (D)

63. (A) (B) (C) (D)

64. (A) (B) (C) (D)

65. (A) (B) (C) (D)

66. (A) (B) (C) (D)

67.

Your answers to all questions must fit completely inside the box provided.

MATHEMATICS—SESSION 1 (CALCULATOR)

1. (A) (B) (C) (D)

6. (A) (B) (C) (D)

11. (A) (B) (C) (D)

16. (A) (B) (C) (D)

21. (A) (B) (C) (D)

2. (A) (B) (C) (D)

7. (A) (B) (C) (D)

12. (A) (B) (C) (D)

17. (A) (B) (C) (D)

22. (A) (B) (C) (D)

3. (A) (B) (C) (D)

8. (A) (B) (C) (D)

13. (A) (B) (C) (D)

18. (A) (B) (C) (D)

23. (A) (B) (C) (D)

4. (A) (B) (C) (D)

9. (A) (B) (C) (D)

14. (A) (B) (C) (D)

19. (A) (B) (C) (D)

24. (A) (B) (C) (D)

5. (A) (B) (C) (D)

10. (A) (B) (C) (D)

15. (A) (B) (C) (D)

20. (A) (B) (C) (D)

25.

A full-page sheet of white graph paper with a light gray grid. The grid consists of 20 columns and 20 rows of squares. A thicker vertical line runs down the left side, creating a margin. There are also thicker horizontal lines at the top and bottom, creating margins above and below the grid area.

Your answers to all questions must fit completely inside the box provided.

MATHEMATICS—SESSION 2A (CALCULATOR)

26. (A) (B) (C) (D)

28. (A) (B) (C) (D)

30. (A) (B) (C) (D)

32. (A) (B) (C) (D)

27. (A) (B) (C) (D)

29. (A) (B) (C) (D)

31. (A) (B) (C) (D)

33. (A) (B) (C) (D)

34.

A blank 10x10 grid of squares, intended for drawing a picture.

Your answers to all questions must fit completely inside the box provided.

MATHEMATICS—SESSION 2B (No CALCULATOR)

35. (A) (B) (C) (D)

37. (A) (B) (C) (D)

39. (A) (B) (C) (D)

41. (A) (B) (C) (D)

36. (A) (B) (C) (D)

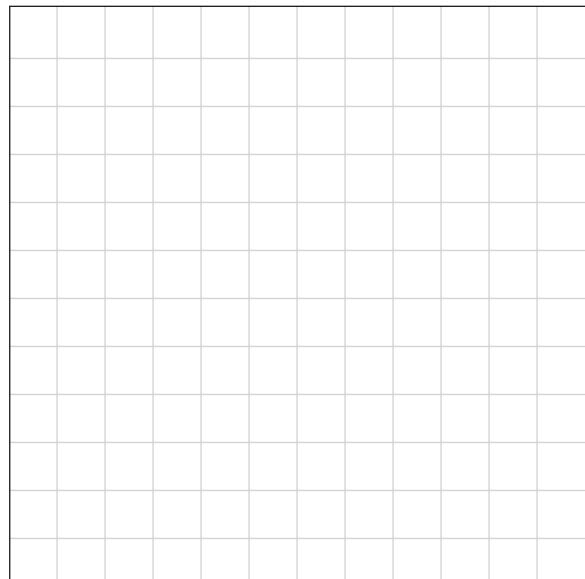
38. (A) (B) (C) (D)

40. (A) (B) (C) (D)

42.

Work Space

43.



Your answers to all questions must fit completely inside the box provided.

MATHEMATICS—SESSION 3 (No CALCULATOR)

44. (A) (B) (C) (D)

45. (A) (B) (C) (D)

46. (A) (B) (C) (D)

47. (A) (B) (C) (D)

48. (A) (B) (C) (D)

49. (A) (B) (C) (D)

50. (A) (B) (C) (D)

51. (A) (B) (C) (D)

52. (A) (B) (C) (D)

53. (A) (B) (C) (D)

54. (A) (B) (C) (D)

55. (A) (B) (C) (D)

56. (A) (B) (C) (D)

57. (A) (B) (C) (D)

58. (A) (B) (C) (D)

59. (A) (B) (C) (D)

60. (A) (B) (C) (D)

61. (A) (B) (C) (D)

62. (A) (B) (C) (D)

63. (A) (B) (C) (D)

64. (A) (B) (C) (D)

Work Space

65.

Work Space

66.

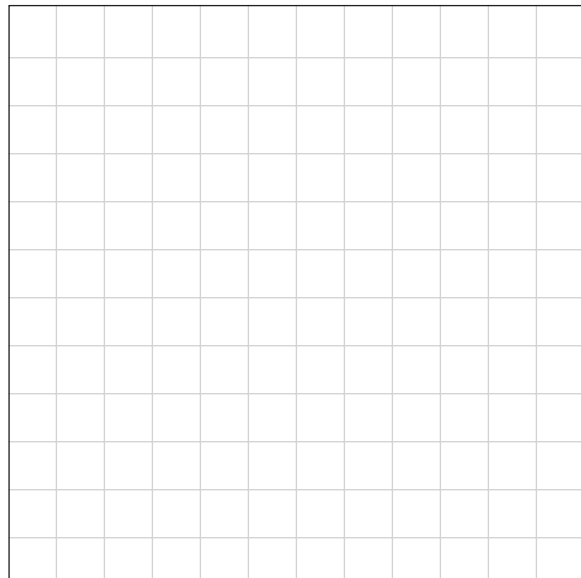
Your answers to all questions must fit completely inside the box provided.

MATHEMATICS—SESSION 3 (No Calculator)

Work Space

67.

68.



Your answers to all questions must fit completely inside the box provided.

GRADE 4 CRT - ALTERNATE READING

1. (4) (0)	6. (4) (3) (2) (1) (0)	11. (4) (3) (2) (1) (0)	16. (4) (3) (2) (1) (0)	21. (4) (3) (2) (1) (0)
2. (4) (0)	7. (4) (0)	12. (4) (3) (2) (1) (0)	17. (4) (3) (2) (1) (0)	22. (4) (3) (2) (1) (0)
3. (4) (0)	8. (4) (3) (2) (1) (0)	13. (4) (0)	18. (4) (3) (2) (1) (0)	
4. (4) (0)	9. (4) (3) (2) (1) (0)	14. (4) (3) (2) (1) (0)	19. (4) (3) (2) (1) (0)	
5. (4) (3) (2) (1) (0)	10. (4) (3) (2) (1) (0)	15. (4) (3) (2) (1) (0)	20. (4) (3) (2) (1) (0)	

TEST ACTIVITY ADMINISTRATION INFORMATION

Content exposure/generalization	YES	Assessment materials used	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	<input type="radio"/>	15. Materials consisted primarily of written text.	<input type="radio"/>
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	<input type="radio"/>	16. Materials were primarily nontext (e.g., pictures/videos, read objects).	<input type="radio"/>
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	<input type="radio"/>	17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
Test implementation	YES	18. Did you use the materials CD provided in the materials kit?	<input type="radio"/>
4. The student completed the test activity.	<input type="radio"/>	19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) – 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
5. The student completed the evidence templates, and they are attached to the CRT-Alternate Test Booklet.	<input type="radio"/>	Individualized adaptations used	YES
6. A student barcode label is attached to the evidence templates.	<input type="radio"/>	20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.)	<input type="radio"/>
7. The Teacher Recording Sheet for each piece of student evidence is completed.	<input type="radio"/>	21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	<input type="radio"/>
8. A student barcode label is attached to the teacher recording sheets.	<input type="radio"/>	22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	<input type="radio"/>
9. Did you view the teacher training CD provided with the test materials before administering the test?	<input type="radio"/>	23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	<input type="radio"/>
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	24. Other (please indicate):	<input type="radio"/>
Administration time	Total time		
11. Set-up/planning time	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr.	<input type="radio"/> 3 hr. <input type="radio"/> 4 hr. <input type="radio"/> 5 hr. or more	
12. Time directly administering the assessment	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr.	<input type="radio"/> 2 hr. <input type="radio"/> 3 hr. or more	
13. Test administration sessions	<input type="radio"/> 1 day <input type="radio"/> 2 days <input type="radio"/> 3 days	<input type="radio"/> 4 days <input type="radio"/> 5 days <input type="radio"/> 6 or more days	
14. How often did you use the breaks in the assessment?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never		

GRADE 4 CRT - ALTERNATE MATHEMATICS

1. <input type="radio"/> 4 <input type="radio"/> 0	7. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	13. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	19. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	25. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0
2. <input type="radio"/> 4 <input type="radio"/> 0	8. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	14. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	20. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	26. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0
3. <input type="radio"/> 4 <input type="radio"/> 0	9. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	15. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	21. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	27. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0
4. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	10. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	16. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	22. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	28. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0
5. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	11. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	17. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	23. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	
6. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	12. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	18. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	24. <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	

TEST ACTIVITY ADMINISTRATION INFORMATION

Content exposure/generalization		YES
1. The materials used and/or the information assessed in these test activities was new to the student.		<input type="radio"/>
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.		<input type="radio"/>
3. The materials used and/or the information assessed in this test activity is very familiar to the student.		<input type="radio"/>
Test implementation		YES
4. The student completed the test activity.		<input type="radio"/>
5. The student completed the evidence templates, and they are attached to the CRT-Alternate Test Booklet.		<input type="radio"/>
6. A student barcode label is attached to the evidence templates.		<input type="radio"/>
7. The Teacher Recording Sheet for each piece of student evidence is completed.		<input type="radio"/>
8. A student barcode label is attached to the teacher recording sheets.		<input type="radio"/>
9. Did you view the teacher training CD provided with the test materials before administering the test?		<input type="radio"/>
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?		<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
Administration time		Total time
11. Set-up/planning time	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr.	<input type="radio"/> 3 hr. <input type="radio"/> 4 hr. <input type="radio"/> 5 hr. or more
12. Time directly administering the assessment	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr.	<input type="radio"/> 2 hr. <input type="radio"/> 3 hr. or more
13. Test administration sessions	<input type="radio"/> 1 day <input type="radio"/> 2 days <input type="radio"/> 3 days	<input type="radio"/> 4 days <input type="radio"/> 5 days <input type="radio"/> 6 or more days
14. How often did you use the breaks in the assessment?		<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never

Assessment materials used		YES
15. Materials consisted primarily of written text.		<input type="radio"/>
16. Materials were primarily nontext (e.g., pictures/videos, read objects).		<input type="radio"/>
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	
18. Did you use the materials CD provided in the materials kit?		<input type="radio"/>
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) – 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	
Individualized adaptations used		YES
20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.)		<input type="radio"/>
21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)		<input type="radio"/>
22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)		<input type="radio"/>
23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)		<input type="radio"/>
24. Other (please indicate):		<input type="radio"/>

SYSTEM / SCHOOL Use ONLY

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)

20. (A) (B) (C) (D)

STATE Use ONLY

21. (A) (B) (C) (D)

22. (A) (B) (C) (D)

23. (A) (B) (C) (D)

